

Curriculum Unit - Self-Portrait Paintings

Title: Self-Portrait Paintings

Grade/Age Level: High School

Lessons and Time Frame: 13 class periods (80 minutes*)

* AUD class periods are 80 minutes

Lesson 1: The History and Culture of Self-Portraits

Lesson 2: Visual Literacy: Introduction to Color

Lesson 3: Art Production - Skill Building 1

Lesson 4: Art Production - Skill Building 2

Lessons 5-12: Art Making - Creating your Self-Portrait

Lesson 13: Art Critique

Unit Rationale: Artists have used the genre of self-portraiture prolifically in the last 500 years or so. Self-portraits are a way for artists to express something about themselves, be it a likeness to show artistic skill, a current or ongoing mood, emotion, or state of being, or an expression of self identity, these self-portraits connect with their audience by beckoning empathy from the viewer. Students will be introduced to a variety of self-portraits from the last 120 years, reflecting different artistic styles and movements, as well as different approaches in terms of what the artist was expressing about themselves in their self-portraits. Students will use journaling for self reflection as they investigate how they will approach their own self-portrait paintings.

Objectives/Student Learning Outcomes:

Lesson 1: *I will be able to*

- Define a self portrait
- Describe various things that the artists may reflect in they self-portraits
- Examine self-portraits to determine the artist's intent
- Infer the mood of the individual in the self-portrait
- Identify symbolic images included in a self-portrait and analyze their purpose

Lesson 2: *I will be able to*

- Identify colors schemes using the color wheel
- Demonstrate my understanding of the reading by finding objects in the classroom that represent the set of colors or color schemes during the activity

- Examine the objects my peers group together to determine which set of colors or color schemes they represent
- Judge if my peers understand the definition of the set of color or color themes they are trying to represent
- Improve how I and/or my classmates understand the sets of colors or color schemes

Lesson 3: *I will be able to*

- Follow the map of creating a head
- Practice drawing the head and placing facial features according to the map demonstrated by the teacher
- Demonstrate my knowledge of the proportions of the head and face by completing the worksheet with features in the correct place
- Break down the steps to ensure I am placing the head and facial features in the correct place
- Assess if I placed the features correctly by observing if the face looks balanced correctly, or if something seems “off”, and then determine what shift in placement needs to happen.

Lesson 4: *I will be able to*

- Recall basic color mixing, like mixing two primary colors to create a secondary color
- Identify colors in the grouping and experiment with mixing colors to re-create the identified colors
- Demonstrate a gradient between two colors by adding one mixed color to the other mixed color in small increments
- Manipulate paint to create desired colors

Lesson 5: *I will be able to*

- Demonstrate self reflection by evidence of writing and sketching in my journal
- Manipulate paint by diluting a color to create a wash, and using a paint brush to apply the wash evenly to the canvas board

Lesson 6: *I will be able to*

- Demonstrate a brainstorming of ideas through evidence of writing and drawing in my sketchbook
- Practice sketches that explore how to approach drawing myself

Lesson 7: *I will be able to*

- Develop my sketches with awareness to mood, composition, and elements of art
- Support my peers with constructive feedback

Lesson 8: *I will be able to*

- Decide if the feedback I received influences my choices

- Plan and design my self portrait by using a wash to sketch the image onto the canvas

Lesson 9-12: *I will be able to*

- Recall the elements of art as I arrange my composition
- Utilize my practice with paint color mixing to create colors for my self-portrait
- Modify my painting when my ideas shift
- Develop my self-portrait allowing the image to evolve as I continue to work on it

Lesson 13: *I will be able to*

- Describe an artwork by naming the content that I see
- Analyze the artwork by identifying the formal aspects of elements of art and design
- Propose ideas for the possible meaning of the artwork based on evidence of what I see
- Make an informed judgement on the overall strengths and success of an artwork

Materials and Resources:

Art Materials

Lesson 1:

- Computer
- Projector
- Worksheet (included in lesson plan)
- Focus artwork handout (included in lesson plan)

Lesson 2:

- Handout of four pages of reading
- Projector
- Teacher's computer
- Papers with words for activity (printout in lesson plan)

Lesson 3:

- Two pieces of 8x10 drawing paper
- Drawing pencil (or thick black marker for students with visual impairment)
- Worksheet (included in lesson plan)

Lesson 4:

- 8x10 multi media paper
- Acrylic paint
- Paintbrushes
- Water cups
- Paper towels or rags
- Palette or paint tray (identify supplies on hand best suited)

Lesson 5-12:

- Student's sketchbooks
- Canvas board
- Paint
- Paintbrush
- Water cups
- Rag
- Mirror

Lesson 13:

Projector

Teacher's computer

Whiteboard

Instructional Resources

Lesson 1:

- Hansen, History of Art, Revised Fifth Edition, Volume II, Printed 1997
- Universal Principles of Depicting Oneself across the Centuries: From Renaissance Self-Portraits to Selfie-Photographs
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5318418/#B10>

Lesson 2:

- Walter Foster Publishing, 2012. *100 Things Every Artist Should Know: tips, tricks, & essential concepts*
- <https://www.saatchiart.com/art/Painting-Self-Portrait-I-m-thinking-of-them-4/285816/1641442/view>

Lesson 3:

- Walter Foster Publishing, 2012. *100 Things Every Artist Should Know: tips, tricks, & essential concepts*
- Whiteboard

Lesson 4:

- Walter Foster Publishing, 2012. *100 Things Every Artist Should Know: tips, tricks, & essential concepts*
- www.youtube.com/watch?v=EQJKOUHK4Dc

Lesson 5:

- <https://www.pinotspalette.com/blog/creative-life/how-to-create-wash-with-acrylic-paint>

Lesson 6:

- <https://theartteacher.net/2021/06/28/fun-assessment-ideas-for-art-lessons/>
- <https://theartofeducation.edu/2016/04/peer-feedback-helping-students-glow-grow/>

Lesson 13:

- <https://youtu.be/lvTBCL9vijs>

Vocabulary:

Lesson 1:

- **Self-Portrait** - A portrait of oneself done by oneself
- **Renaissance** - Revival; new birth
- **Renaissance Art** - The great revival of art and learning in Europe during the 14th, 15th, and 16th centuries
- **Baroque Art** - An ornate style of art characterized by high drama, rich colors, high contrast of light and dark, and conveyed movement during the 17th and early 18th centuries
- **Post-Impressionism** - the work or style of a varied group of late 19th-century and early 20th-century artists including Van Gogh, Gauguin, and Cézanne. They reacted against the naturalism of the impressionists to explore color, line, and form, and the emotional response of the artist, a concern which led to the development of expressionism.
- **Expressionism** - a style of art that began in 1905 in which the artist seeks to express emotional experience rather than impressions of the external world
- **Realism** - A style of art that begins in the mid 19th century that rejects imaginative idealization in favor of a close observation of outward appearances
- **Harlem Renaissance** - A blossoming of African American culture from 1918-1937 that embraced literary, musical, theatrical, and visual arts
- **Surrealism** - A 20th century movement which sought to release the creative potential of the unconscious mind, often resulting in illogical and dreamlike imagery
- **Neo-Expressionism** - Characterized by intense subjectivity and the rough emotional handling of materials and use of vivid colors
- **Contemporary Art** - Art made today by living artists

Lesson 2:

- **The Color Wheel** - A diagram that represents the colors of the visible spectrum and their relationship to one another
- **Primary Colors** - Colors that can't be created by mixing other colors. They are red, yellow, and blue
- **Secondary Colors** - The colors that are created by mixing two primary colors together. Eg red + yellow = orange
- **Tertiary Colors** - The colors that are created by mixing a primary color with a tertiary color. Eg red + orange = red orange
- **Color Schemes** - An arrangement or combination of colors

- **Complimentary Colors** - Colors that are opposite each other on the color wheel. These colors have the most contrast to one another
- **Analogous Colors** - Colors that are next to each other on the color wheel
- **Triadic Color scheme** - 3 colors that form an equilateral triangle on the color wheel
- **Tetradic Color scheme** - 4 colors created by choosing two colors, and their two complimentary colors
- **Split-Complimentary Color scheme** - 3 colors created by selecting a color and the two colors on each side of that color's complimentary color
- **Cool Colors** - The half of the color wheel that starts with green and includes all colors to red-violet
- **Warm Colors** - The half of the color wheel that starts with red and includes all colors to yellow-green
- **Hue** - The color by name
- **Value** - The lightness or darkness in a color
- **Intensity** - The purity and saturation of a color

Lesson 3:

- **Proportion** - The measurement of a thing or group in relation to something else
- **Horizontal Line** - A straight line that goes from left to right. Think "horizon"
- **Vertical Line** - A straight line that goes from down to up, like it is standing

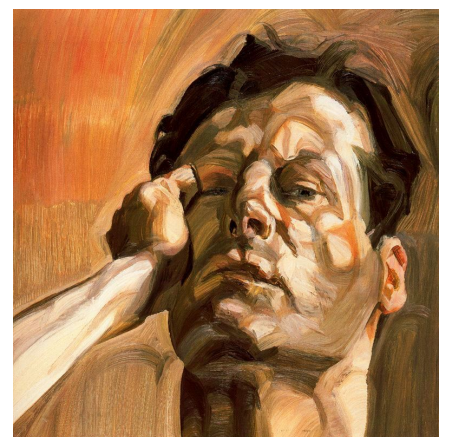
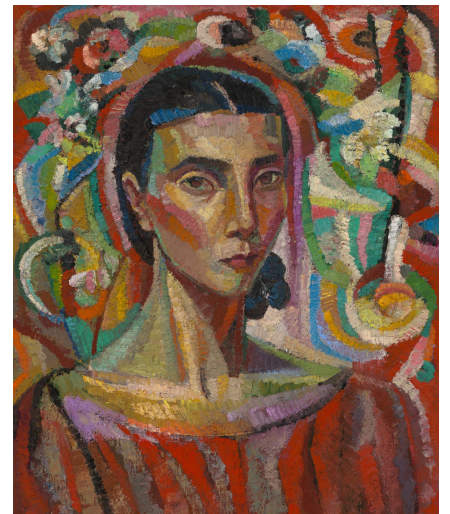
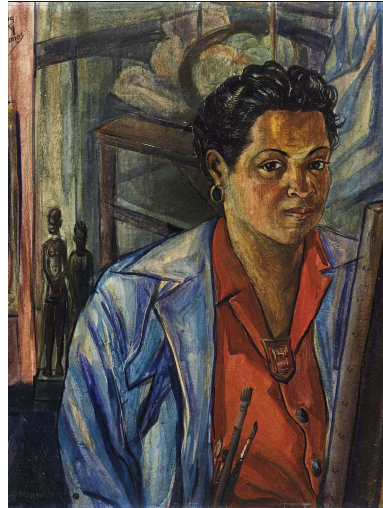
Lesson 4:

- **Tint** - Add white to a color
- **Shade** - Add black to a color
- **Tone** - Add grey to a color
- **Value** - The lightness or darkness in a color
- **Intensity** - The purity and saturation of a color
- **Color Gradient** - When a color gradually changes from to another color across a surface or shape

Lesson 13:

- **Feldman's Model** - A formulated method to critique artwork:
 1. Description of content
 2. Analysis of formal aspects
 3. Interpretation based on evidence
 4. Judgement of success

Focus Artwork



Titles left to right, top to bottom:

1. *Self-Portrait with Two Flowers in her Raised Left Hand*, 1907
Paula Modersohn-Becker (1876-1907). Oil on Canvas

2. *Self-Portrait*, 1940
Loïs Mailou Jones (1905-1988). Casein on board

3. *Self-Portrait with Physalis*, 1912
Egon Schiele (1890-1918). Oil on canvas

4. *Self-Portrait as a Heel*, 1982
Jean-Michel Basquiat (1960-1988). Acrylic and oil stick on canvas

5. *Self-Portrait*, 1969
Francis Bacon (1909-1992). Oil on Canvas

6. *Self-portrait with floral tapestry*, 2018
Yvette Coppersmith (born 1980). Oil on Linen

7. *Self-Portrait with Thorn Necklace*, 1940
Frida Kahlo (1907-1954). Oil on canvas

8. *Self-Portrait as Tuhuana (Diego on My Mind)*, 1943
Frida Kahlo (1907-1954). Oil on Canvas

9. *The Man's Head Self-Portrait*, 1963
Lucian Freud (1922-2011). Oil on canvas



Self Portrait-I'm thinking of them-4 Painting, contemporary
Masri Hayssam. Mixed media on canvas



Self Portrait Painting, contemporary
Masri Hayssam. Oil on wood